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MEMORANDUM FOR: Record

SUBJECT : Two-week Program for JOT's, "American Heritage" exercise

1. This is to record the salient conclusions drawn by the Intelligence School concerning the "American Heritage" exercise conducted as part of the integrated JOT training from 1-12 December 1958.

2. The exercise consisted of approximately 80 hours of reading, lectures, seminar discussion, and preparation and presentation of papers. The schedule as presented is Tab A. The speakers are listed in Tab B. Six student papers, each prepared by a ten-man seminar group, are Tab C.

3. The objectives of the course were formally stated as follows:

- a. To reacquaint the student with the basic elements of U.S. strength and vulnerability.
- b. To give the student a general orientation to the U.S. situation . . . in three key world regions. . .
- c. To familiarize the student with the broad outlines of the decision-making processes . . . through which the U.S. responds to world challenges, opportunities, and dangers.
- d. To enable the student to see his own career in specific relationship to the . . . U.S. as a world power.

4. With respect to the first objective, a certain degree of success can be presumed from the nature of the papers presented on the final day. The elements of national strength necessarily received hasty attention, yet they were "cranked in" through the reading and lectures well enough to show up clearly in the seminar discussions and in the papers. Two elements of strength were emphasized in particular: U.S. economic capability and responsibility; and the general idea of pluralism and of individual freedom. The first of these was emphasized in the students' minds to a degree we had not planned by the vigorous presentation of Messrs. [redacted] the second was emphasized as a result of the students' immediately preceding exercise in communist theory. Both aspects of U.S. strength seem appropriate subjects for JOT concern, and considering the limitations on time and depth of coverage, we would want to keep this balance another year. Other elements of U.S. strength—demographic, geographic, diplomatic, to name three—will have to receive correspondingly little attention. The students scarcely needed "reacquaintance" with U.S. vulnerabilities, but they were effectively reminded of them in full measure.

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5. With respect to the second objective, only one world region was covered in lectures at all: the Near East. Areas of active commitment to the West (for example, Europe) and of slight commitment or none (for example, black Africa) were not dealt with in any detail. We recommend that the objective be stated more narrowly. We recommend also that the review of foreign policy problems implied in the objective be either laid aside, or that a separate block of time not less than a week be devoted to it.

6. With respect to the third objective, we failed in one aspect, but we attained an unexpected degree of success in another direction. The students did not have enough background in policy formulation to appreciate the candid, detailed, and in some respects agonizing picture of the top staff and planning structure which Mr. [REDACTED] laid out. Neither could they very well relate other presentations such as Mr. [REDACTED] and Mr. [REDACTED] to the structure for policy making. (Mr. Baird's impromptu remarks helped considerably in this respect, but could not cover all ground unfamiliar to the students.) On the other hand, probably a majority, a great many drew for themselves from other lectures the conclusion that the CIA case officer does not have a clear-cut line of policy, nor a reservoir of operating assets, on which he can draw even among those in government most closely associated with foreign affairs. This became clear in particular in the VOA presentation, which was an excellent, sharp, well-handled briefing; and in the Department of Labor, which was slow, cumbersome, hard to follow, and somewhat ineptly presented. By indirection both briefings made it apparent that we have no more than a handful of people who are working on the mobilization of world opinion in our behalf, and that these people, however dedicated, have sharp limits on their scope of action in exploiting an advantage, that they suffer from lack of clarity in their mission, and that they are held back by a variety of factors from reaching the action scenes. The lessons for budding case officers were pretty well driven home.

7. With respect to the fourth objective, the most subjective and intangible of the aim of this exercise, we seem to have had a measure of success. No complacency was evident either in discussions as they were reported or in the final papers. A significant aspect of this exercise was that it forced the students to wrestle, in company with their peers, with the question "What does it mean to me, that I am an American? What does it mean to me as member of the CIA organization?" There was an additional element of education for a CIA career in the fact that the CIA itself considered this broad problem sufficiently important to spend time and effort on it.

8. Conclusion and Recommendations are as follows:

- a. The general pattern of the American Heritage should be retained another year.
- b. The objectives should remain as stated, with the exception of the second one, which should be restated: "To give the student a specific insight into the situation affecting


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U.S. interests . . . in at least one world region."

- c. Consideration should be given, depending on the time available, for an additional week's work on "Major Elements of Current U.S. Foreign Policy", a lecture-discussion group course.
- d. The number of lectures in the American Heritage should be reduced by about half, and the additional time put into reading and seminar discussion. Lectures should be given whenever possible in a CIA lecture room, no perceptible advantage accruing to these particular students from short trips to other agencies' buildings.
- e. Some of the seminars - six at least - should be participated in actively by the instructor, acting on a prepared agenda and guiding the discussion.
- f. The preparation of papers should be retained, even though there will be student grumbling, and an inevitable degree of suspicion of a hidden evaluation device.

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